



Curriculum Progression Map

Subject: English Reading

Reading lies at the heart of the curriculum at Avanti House Primary School where we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners and make the world a better place. We aim to ensure all of our children develop a genuine love of language and the written word through a literacy-rich environment, high quality texts and inspiring learning opportunities. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to: develop knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum, and to develop their comprehension skills.

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Reading – Word Reading	EYFS	KS1		KS2		
		Year 1	Year 2	Year 3	Year 4	Year 5



Phonics and Decoding

<p>Read individual letters by saying the sounds for them (L)</p> <p>Blend sounds into words using letter-sound correspondences (L)</p> <p>Read letter groups that represent one sound (L)</p> <p>Read simple phrases and sentences (L)</p> <p>Read words by sound-blending. (ELG L, WR)</p> <p>Say a sound for each letter in the alphabet</p> <p>Read at least 10 digraphs. (ELG L, WR)</p>	<p>To apply phonic knowledge to decode words.</p> <p>To blend sounds in unfamiliar words using GPCs</p> <p>To give the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To apply phonic knowledge until decoding and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the taught graphemes</p> <p>To recognise alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto</p> <p>To apply their growing knowledge of root words and suffixes including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,</p>	<p>To read most words fluently.</p> <p>To decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes to read aloud fluently.</p>	<p>To read most words fluently.</p> <p>To decode any unfamiliar words with increasing speed and skill.</p> <p>To recognise their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly,</p>	<p>To read fluently all Y5/ Y6 exception words, root words, prefixes and suffixes</p> <p>To decode any unfamiliar words with increasing speed and skill.</p> <p>To recognise their meaning through contextual cues.</p>
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Common Exception Words	Read a few common exception words (L) Read words by sound-blending. (ELG L, WR)	To read Y1 common exception words To recognise unusual correspondences between spelling and sound	To read Y1/Y2 common exception words To recognise unusual correspondences between spelling and sound	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words To recognise unusual correspondences between spelling and sound	To read most Y5/ Y6 exception words To recognise unusual correspondences between spelling and sound	
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Fluency

Re-read books to build up their confidence, fluency, understanding and enjoyment. (L)

To accurately read texts linked to their phonic knowledge

To reread texts to build up fluency and confidence in word reading.

To read aloud books sounding out unfamiliar words accurately and automatically.

To reread these books to build up fluency and Confidence.

To read words accurately and fluently without overt sounding and blending, (*e.g. at over 90 words per minute, in age-appropriate texts*).

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.



Reading – Comprehension	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing, Contrasting and Commenting	<p>To retell stories using their own words and recently introduced vocabulary. (ELG L C)</p> <p>Anticipate key events in stories. (ELG L C)</p> <p>Use and understand recently introduced vocabulary (ELG L C)</p> <p>Offer explanations for why things might happen (ELG, C&L S)</p> <p>Make comments about what they have heard and ask questions for clarification (ELG, C&L, -L,A &U)</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry</p> <p>To link what they have read to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To discuss a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussions about books and poems are read to them</p> <p>To explain their understanding and express their views.</p> <p>To retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books</p>	<p>To recognise and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style and overall themes (e.g. triumph of good over evil)</p> <p>To identify different literary features (e.g. <i>greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings</i>).</p>	<p>To read a wide range of genres, identifying the characteristics and differences between text types (such as the use of the first person in writing diaries and autobiographies)</p> <p>To participate in discussions about books building on different ideas and challenging views courteously.</p> <p>To identify the main ideas and to summarise these.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, (including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions).</p> <p>To recognise more complex themes (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, through formal presentations and debates.</p>



	<p>Understand the past through settings, characters and events encountered in books (ELG, UW, P&P)</p> <p>Describe their immediate environment <i>(using discussions from stories, nonfiction texts and maps)</i> (ELG, UW- P, C &C)</p> <p>Know some similarities and differences between different religious and cultural communities in this country <i>(drawing on their experiences and what has been read in class).</i> (ELG, UW- P, C &C)</p> <p>Explain some similarities and differences between life in this country and life in other countries <i>(drawing on knowledge from stories, nonfiction texts and maps).</i> (ELG, UW- P, C &C)</p> <p>Know some similarities and differences between the natural world around them and co <i>(drawing on their experiences and what has been read in class).</i> (ELG, UW- NW)</p>		<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between different texts they have read.</p>		<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify the main ideas and to summarise these.</p>	<p>To recommend texts to peers based on personal choice.</p>	<p>To use guidance and feedback to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish between statements of fact and opinion, providing justifications.</p> <p>To compare characters, settings and themes within a text and across multiple texts.</p>
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Words in Context and Authorial Choice

To retell stories and narratives in their own words
(ELG, L-C)

Use recently introduced vocabulary during discussions about stories (ELG, L-C)

Describe their immediate environment
(using knowledge from observation, discussion, stories, nonfiction texts and maps)

ELG, UW- PCC

Explain some similarities and differences between life in this country and life in other countries
(drawing on knowledge from stories, nonfiction texts and maps).
(ELG, UW- PCC)

Talk about members of their immediate family and community. (UW)

To discuss word meaning and make connections to other words.

To discuss and clarify the meanings of words.

To link new meanings to known vocabulary.

To discuss their favourite words and phrases.

To discuss their understanding of the text

To explain the meaning of words in their context.

To discuss authors' choice of words for effect.

Discuss vocabulary used to capture readers' interest and imagination.

To discuss vocabulary used by the author to create effect
(including figurative language).

To explain how the author's language has created an impact on the reader.

To analyse and evaluate the use of language
(including figurative language)

To explain, using technical terminology, how author's language is used for effect
(e.g. metaphor, simile, analogy, imagery, style and effect).



Comment on images of familiar situations in the past.

(UW)

Describe what they see, hear and feel whilst outside.

(UW)

Participate in discussions, offering their own ideas. (ELG, C&L-S)

Offer explanations for why things might happen

(in stories, non-fiction, rhymes and poems)

(ELG, C&L-S)

Develop social phrases(C&L)

Use new vocabulary in different contexts

(C&L)



Inference and Prediction

Offer explanations for why things might happen

(making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems)
(ELG, C&L-S)

Explain the reasons for rules and know right from wrong

(ELG, PSED- MS)

Anticipate key events in stories.

(ELG L- C)

To begin to make simple inferences.

To predict what might happen next.

To make inferences
To predict what might happen next

To ask and answer questions based on characters' feelings, thoughts and motives.

To justify predictions using evidence from the text.

To draw inferences from characters' feelings, thoughts and motives that justifies their actions

To make and justify predictions from details stated and implied.

To draw inferences from characters' feelings, thoughts and motives.

To make and justify predictions from details stated and implied

To consider different accounts of the same event and to discuss viewpoints
(both of authors and of fictional characters).

To discuss how characters change and develop through texts by drawing on inferences.



Poetry and Performance

Invent, adapt and recount narratives and stories
(ELG, EAD- BI)

Sing a range of well known nursery rhymes and songs (ELG, EAD- BI)

Perform songs, rhymes, poems and stories with others.

To try to move in time with music. (ELG, EAD- BI)

Make use of props and materials when role playing characters
(ELG, EAD- CwM)

Listen attentively, move to and express their feelings and responses to music
(EAD)

Sing, matching the pitch and following the melody. (EAD)

To recite simple poems by heart.

To build up a repertoire of poems learnt by heart

To recite poems with appropriate intonation to make the meaning clear.

To prepare and perform poems and play scripts being aware of the audience.

To use appropriate intonation and volume when reading aloud.

To recognise and discuss some different forms of poetry
(e.g. free verse or narrative poetry).

To prepare and perform poems and play scripts to an audience with appropriate techniques *(e.g. intonation, tone, volume and action)*

To show an awareness of the audience when performing using intonation, tone, volume and action.

To confidently perform texts and poems (by heart) using a wide range of devices to engage the audience and for effect.



Explore and engage in music making and dance (*performing solo or in groups*).

(EAD)

Learn rhymes, poems and songs.

(C&L)

Express their feelings about their experiences using full sentences, different tenses and conjunctions (*with modelling*)

(ELG, C&L-S)

Offer explanations for why things might happen (*from rhymes and poems*)

(ELG C&L, S)

Use and understand recently introduced vocabulary (*during discussions about rhymes and poems*).

(ELG L-C)



<p>Non-Fiction</p>	<p>Engage in non-fiction books (C&L)</p> <p>Listen to and talk about non-fiction texts to learn new knowledge and vocabulary. (C&L)</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices to retrieve, record and discuss.</p> <p>To use dictionaries to check the meaning of unfamiliar vocabulary</p>	<p>To use all of the organisational devices to retrieve, record and discuss.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (<i>e.g. in reading history, geography and science textbooks</i>)</p> <p>To use non-fiction materials where pupils are motivated to find out information</p> <p>(<i>e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review</i>)</p>
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.